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ABSTRACT

The Reading Skills Committee of the New Jersey Department of Education determined that the Eleventh-Grade High School Proficiency Test (HSPT) reading test should be based on contemporary theories defining reading as a process and that requisite reading skills could best be identified in terms of text and tasks. The purpose of the test is to assess students' capacities to comprehend printed material across curricular areas. The committee identified narrative text, informative text, persuasive/argumentative text, and workplace/real life text as representative of school experiences common to eligible eleventh graders. For each of the text types, questions requiring literal and inferential processing skills will be posed. Test items will also include questions concerning students' knowledge of reading strategies and their attitudes and self-perceptions as readers. During the 1989-90 school year, reading, mathematics, and writing committees will develop sample test items and specifications. Three years of "due notice" testing will begin in 1990-91, and the first test required for graduation will be administered in December 1993. (Thirty-four references and appendixes containing lists of the members of the writing skills committee and of reviewers of the proposed writing skills are attached.) (RS)

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NEW JERSEY STATE DEPARTMENT OF EDUCATION

CS009914

REPORT OF THE

ELEVENTH-GRADE HIGH SCHOOL PROFICIENCY TEST

READING SKILLS DEVELOPMENT COMMITTEE

Saul Cooperman
Commissioner

Joel Bloom
Assistant Commissioner
Division of General Academic Education

New Jersey State Department of Education
CN 500
Trenton, New Jersey 08625

June, 1989

PTM # 900.37

CS009814

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FOREWORD

Raising the level of academic achievement of all students in New Jersey has been a major goal of this administration since 1982. As part of that effort, we have moved from the low expectations of the Minimum Basic Skills (MBS) program to the more rigorous demands of the High School Proficiency Test (HSPT).

Recent history in New Jersey and the nation indicates that the expectations created by a statewide high school graduation test can positively influence the level of achievement of all students, whether from urban, suburban, or rural school districts. In addition, national reports stress the need for workers with increased skill levels in the twenty-first century. For this reason, a Department of Education panel was appointed in 1987 to study the feasibility and efficacy of moving the New Jersey high school graduation test from its current grade nine administration to a grade closer to graduation. At the conclusion of its study, the panel recommended that the administration of the graduation test be moved from the ninth grade to the eleventh grade. This change is part of the response to the increased skill demands of students, including the assessment of higher order skills measuring students' abilities to think critically, solve problems, reason, and make decisions.

During the fall and winter of the 1988-89 school year, reading, mathematics, and writing committees met to identify the skills that high school students will need to function politically, economically, and socially in our increasingly complex technological society. The committees were made up of educators (elementary, secondary, and postsecondary), parents, students, and representatives of our state's business community. Each committee's specific charge was to identify skills to be assessed on the eleventh-grade HSPT. The ninth-grade HSPT was the starting point of the skill identification process. The skills identified by the committees have incorporated and expanded upon the ninth-grade skills to emphasize thinking, problem solving, reasoning, and decision making appropriate for eleventh-graders.

The skills were circulated to all public school districts in the state, as well as to business, parent, student, and educational organizations, for review and comment. Those who responded to the survey indicated support for the committees' work and reinforced the belief that these are the basic skills our graduates will need for employment and continuing education as we move toward the twenty-first century. Responses to the reading skills, for example, indicated that the proposed eleventh-grade HSPT skills as a whole are highly appropriate and consistent with current research. Further, they were praised for providing a good representation of various types of reading tasks. See Appendix A for a listing of reviewers and respondents.

The review process also provided direction for the clarification, modification, or deletion of particular skills and/or clusters. In light of the survey results, the definitions of the reading skills that follow have been modified:

- Cluster I-F: Literary Awareness;
- Cluster III-D: Author's Style;
- Cluster III-E: Analogies;
- Cluster V: Knowledge About Reading;
- Cluster VI: Students' Attitudes and Self-Perceptions as Readers.

Finally, the skill, Synthesizing Information to Recognize Its Presentation in Another Form, was eliminated from Cluster IV. Evidence presented by a significant percentage of respondents indicated that this skill is less relevant than the other skills in this report.

During the 1989-80 school year, reading, mathematics, and writing committees comprised of school educators will develop sample test items and specifications. These test development committes will have available to them both the reviewers' comments about the skills and their suggestions about item specifications. In 1990-91, the department will begin three years of "due notice" testing. The first test required for graduation will be administered in December, 1993. Throughout the due notice period, the department will conduct awareness sessions and expanded HSPT institutes to acquaint teachers and administrators with the new skills and strategies for incorporating them in the curriculum.

I commend the members of the committees for their hard work and effort in developing the eleventh-grade HSPT skills. I am grateful to the educators, business people, parents, and students in this state who responded to our call to review the skills.

Saul Cooperman
Commissioner

REPORT OF THE ELEVENTH-GRADE HSPT READING SKILLS DEVELOPMENT COMMITTEE

Background

The Eleventh-grade Reading Skills Committee identified the skills presented in this document as the reading skills basic to students' functioning in the workplace and democratic society. These skills also reflect instructional emphases appropriate in secondary education. In developing this list of skills the committee relied not only on their own rich resources of knowledge and experience, but on additional resources, as well (committee members are listed in Appendix B). The committee focused on the most recent developments in reading assessment and consulted nationally recognized authorities in this field. Resources tapped in this skills-identification process include the following:

- consultants Dr. Charles W. Peters and Dr. Arthur Whimbey. Dr. Charles W. Peters is one of the two principal architects of the Michigan Educational Assessment Program for Reading, a program receiving national attention and support. He is a consultant to the National Assessment of Educational Progress (NAEP) reading assessment panel. As Secondary Reading Consultant to Michigan's Oakland Schools Intermediate District, he provides a wide range of training, research, and development services to 28 school districts in the Pontiac, Michigan, area. Dr. Arthur Whimbey, a cognitive psychologist recognized for his work in the areas of critical thinking and metacognition, also contributed to the committee's conceptualization of appropriate reading skills.

- current assessment programs and publications from Michigan, Illinois, Wisconsin, and Massachusetts (Appendix C);

- research and theoretical models of Kenneth Goodman, Richard Anderson, P. David Pearson, Dale Johnson, David Rumelhart, James Guthrie, James Britton, and John Mellon, among others (Appendix C);

- publications developed for the HSPT Reading Institutes (Appendix C);

- literature describing the literacy demands of the present and future workplace.

Introduction

The Reading Skills Committee determined that the Eleventh-grade HSPT Reading Test should be based on contemporary theories defining reading as a process (Rumelhart, 1977; Pearson & Johnson, 1978; Anderson & Pearson, 1984). Further, they determined that requisite reading skills could best be identified in terms of texts and tasks (Jenkins, 1979; Brown, 1982; Whimbey, 1988). Although many schemes exist for classifying texts, the distinctions decided upon reflect the thinking of Britton (1975), Mellon (1981), and Guthrie (1983).

The purpose of the test is to assess students' capacities to comprehend printed material across curricular areas. Specifically, this will not only be a test of English language arts, but a test of students' abilities to read a variety of text types.

There are similarities and differences between the ninth- and eleventh-grade HSPT reading skills. The similarities rest in the fact that the ninth-grade test poses many kinds of questions that are entirely reasonable to ask in relation to text. Many types of questions on the ninth-grade test tap higher order thinking skills, and therefore will reappear on the eleventh-grade test. Differences between the ninth- and eleventh-grade tests are explained by reference to contemporary theory and to the evolving demands of a rapidly changing labor market.

Contemporary Theory About Reading

Contemporary theory defines reading as an active, constructive process. Reading requires the reader to do much more than identify the words on a page. In addition to, and in conjunction with, recognizing the words on the page, readers use a combination of skills including their existing knowledge of the text's topic and their knowledge about "how to read." Readers' prior knowledge, purposes for reading, attitudes toward reading, and understanding of the reading process interact with the text in such a way that readers construct their own representation or model of what they have read. Reading occurs only when the various subskills of reading are integrated into a smooth, coherent, unitary process (Illinois State Board of Education, 1988). This view of reading contrasts with the previously accepted definition of reading as a series of separable skills. The separable skills approach to teaching and to test development in reading has a few shortcomings. For example, this approach fosters a tendency to believe that in teaching and testing, any passage should produce a good sequence question, a good cause-effect question, etc. This tendency detracts from the more important understandings a reader should take away from the material and denies the individuality of passages. It also requires readers to read passages very differently in instructional and testing situations than they would read similar materials in other situations (Massachusetts Department of Education, 1988).

Contemporary theory defines a competent reader not as one who demonstrates mastery of a set of isolated skills, but as one who can apply these skills independently and flexibly in a variety of reading situations. Therefore, rather than begin their work by listing separate, isolated reading skills, the Eleventh-grade Reading Skills Committee began by determining what reading materials and what reading tasks would be appropriate for eligible eleventh graders. They also considered ways of attending to the contemporary issues of: 1) students' prior knowledge relating to passage topics; 2) students' knowledge about "how to read;" and 3) students' attitudes toward reading and self-perceptions of reading competence.

Corporate Demands for a Literate Work Force

In a special report, "Human Capital: The Decline in America's Work Force," Business Week of September 19, 1988, warned that "the nation is facing a

monumental mismatch between jobs and the ability of Americans to do them." The Hudson Institute, an economic think tank, predicts that, if trends continue, 75 percent of the work force will be competing for only 40 percent of the jobs by the year 2000. The remaining 60 percent of the jobs will require workers capable of reading safety rules, merchandise catalogs, and equipment instructions. Although this sounds like a minimal requirement, the Hudson Institute predicts that only 22 percent of the workers entering the job market in the year 2000 will be able to function at this level. Only 5 percent of the year 2000's new workers will be able to read journals or manuals and understand complex terminology. Unless educational preparation can meet the workplace's new demands, the drive to improve technology and productivity could founder on a shortage of competent workers. The modern workplace needs people with high reading capabilities. If students do not develop capacity to read, to reason, and to acquire new learning efficiently, they will join the ranks of the unemployed while millions of positions remain unfilled.

In New Jersey, the proportion of workers from groups currently characterized by low-achievement will increase. New Jersey's workforce is 35 percent minority members now. This percentage will increase to 43 percent in the year 2000, and 50 percent by 2010. If current conditions remain unchanged, America's unskilled labor force will not be able to compete with the productivity of other nations' more technologically competent workers. Education must change to ensure that students develop the varied reading abilities that will be required in the workplace of the future.

Identification of the Skills

The committee identified two text types as representative of school experiences common to eligible eleventh graders: narrative text (text that tells a story) and informational text (text that aims to inform). In addition, the committee identified two more types of texts students need to comprehend in order to function competently as both citizens and workers after graduation: persuasive/argumentative text (exemplified by editorials and letters to the editor) and workplace/real life texts (exemplified by employee handbooks, business correspondence, and such forms as tax, job application, and insurance forms and their accompanying instructions).

The committee also determined that all texts selected for inclusion in the Eleventh-grade Reading HSPT should be evaluated not only according to traditional readability formulae, but also in accordance with a process called "mapping." Mapping identifies the important ideas in the text and the relationships among them. It also serves to highlight text faults, e.g., insufficient supporting evidence. In addition, text should be scrutinized by a panel of experts/experienced practitioners and subjected to field-testing to determine appropriateness, interest, and appeal to eligible eleventh graders. Topics should be related to material presented in courses required of all eligible eleventh graders, e.g., American history.

For each of the text types, questions requiring various levels of processing will be posed. Literal questions will focus on important information explicitly stated within the text. Inferential questions will focus on the text's implicit meanings, requiring readers to make connections among ideas,

to extend and evaluate meaning, and to apply information from the text to new situations or contexts.

To highlight points of similarity between the eleventh-grade test and the ninth-grade test, **asterisks** will mark carry-over skills in the following description.

CLUSTER I: Comprehending Narrative Text At Literal and Inferential Levels

Questions about narrative text will be based on those elements that readers internalize and come to expect of a story: characters, setting, a central problem, a chain of events leading to the problem's resolution, and an overarching theme. In addition, students will be expected to demonstrate understanding of vocabulary and literary devices essential to the meaning of the story.

Specific questions about narrative text include the following types:

A. Characters

Characters' traits, motives*, and functions within the story;

B. Setting

Time and locale in which the story takes place. Students need to recognize how setting influences the plot and/or characters;

C. Plot

The story's central problem and the chain of events leading to its resolution;

D. Theme

Consideration of theme on two levels: as the main idea* of the story and as the abstract, generalized message the author intended the reader to derive;

E. Vocabulary*

Vocabulary essential to the meaning of the story;

F. Literary Awareness

Imagery, foreshadowing, figurative language* necessary for an understanding of the story.

Literary Awareness items will be confined to only those literary devices most commonly used. Items will focus on understanding what the literary device contributes to meaning rather than on rote memorization of literary terms. An illustration follows. If O. Henry's story, "The Last Leaf," were presented as an example of narrative text, the item

below would tap comprehension of a literary device that is important for understanding the story.

In the short story "The Last Leaf" by O. Henry, the author describes "Mr. Pneumonia" as an unchivalric old man. Mr. Pneumonia is

a. a personification of the characters' illness
b. a major character in the story
c. a minor character in the story
d. a cold, unseen stranger

CLUSTER II: Comprehending Informational Text At Literal and Inferential Levels

The questions asked about informational text will focus on central purpose, major ideas, supporting details, and the interrelationships among these elements. Questions will also deal with structural elements of text. A number of skills listed separately on the ninth-grade HSPT have been subsumed under broader categories. This subsuming allows for concentration on central meanings and idea relationships.

This cluster of skills focuses not only on students' comprehension of the sort of information found in textbooks, but also on students' abilities to apply research/study skills. Rather than present study skills items as isolated, discrete exercises, this section of the test includes applications of study skills along with informational text. Questions about reference materials and materials presented in visual form relate to the topics addressed in informational text.

Specific questions about informational text include the following types:

A. Central Purpose

What the author was trying to accomplish in the text (author's purpose*, making judgments*, drawing conclusions*);

B. Major Ideas

The major points made in the text (subsumes main idea*, as well as structural relationships such as comparison*, contrast*, and cause/effect*). Outlining* will also be tested, in much the same format as the ninth-grade HSPT outlining items;

C. Supporting Ideas

Details that support major ideas*, as well as further develop comparison*, contrast*, or cause/effect* relationships;

D. Using Data Presented in Visual Form*

Headings, charts*, graphs*, maps*, diagrams*, and illustrations that add to the meaning of the text;

E. Vocabulary*

Words or phrases critical to understanding the major ideas;

F. Research/Study Skills

Skills necessary to obtain additional information about the topic presented in the informational text, e.g., encyclopedia*, table of contents*, index*, and Readers' Guide.*

CLUSTER III: Comprehending Persuasive/Argumentative Text At Literal and Inferential Levels

Editorials and letters to the editor have been identified as the most appropriate examples of this text type. The kinds of questions that will be asked about this type of text will address the following:

A. Fact/Opinion*

B. Main Idea*

C. Details that Support the Main Idea*

D. Author's Style

Use of propaganda techniques, vocabulary*, viewpoint*;

(Students will be asked to demonstrate understanding of the effects the author most likely hopes to achieve by means of word choice and selective inclusion of information.)

E. Analogies

Infer comparisons*, make generalizations;

(Students will be asked to identify an analogous situation or point of view.)

F. Vocabulary*

Words crucial to understanding the text.

G. Comparisons/Contrasts*

CLUSTER IV: Comprehending Workplace Text At Literal and Inferential Levels

Reading in the workplace differs from traditional, school-based reading experiences (Guthrie, 1983) in the following ways:

1. Most reading is not from books, but from manuals, handbooks, schematics, magazine articles, tables and figures, business correspondence, legal documents, and directions or guidelines.

2. Rather than the goal of "comprehending the gist," the goals of workplace reading include identifying facts, remembering information, evaluating and revising a document, synthesizing information from several documents, gaining an overview of operations or agreements, and transforming information into a new presentation.

3. Reading activities rarely continue for long. Rather than 15 to 60 minutes, reading activities can be measured in seconds or minutes less than five.

4. Reading materials on the job are viewed as external memories continually available (Diehl & Mikulecky, 1980).

5. Workers must assume that reading improvement will always be necessary. New types of materials are constantly introduced (specialized vocabulary, textual or typographical structures, and knowledge systems must be acquired).

6. Employees who know how to learn help their companies meet strategic goals by efficiently applying new knowledge in their work (Carnevale, et al., 1988). Therefore, developing metacognitive awareness (knowing about thinking and learning) is essential.

Most studies indicate that individuals in the workplace will need a high level of integrated basic skills, skills that reinforce each other, skills that the individual can apply to changing conditions at work and elsewhere.

There are four skills within this cluster, all of which require synthesizing information. This section of the test presents a description of a fictitious person. Ample detail about this person's economic circumstances, employment, education, marital status, and personal goals will be provided. The four skills listed below will be tested by placing this individual within a series of scenarios, each requiring reading and deciding on a course of action in response to the readings. Because these skills are novel, examples are provided in the interest of clear definition.

A. Synthesizing Information to Make an Appropriate Decision

Example #1: Given an excerpt from income tax instructions, review the fictitious person's circumstances and decide which form to use in filing a tax return.

Example #2: Given descriptions of several employee manuals and resource materials and an explanation of a problem the fictitious person has to solve, choose the resource material or handbook that will apply to the stated problem.

B. Classifying/Organizing Information to Reach a Logical Conclusion or Make a Judgment

Make Judgments*

Interpret Data Presented in Visual Form*

Example: Given a fictitious person's needs and resources, which model VCR would be the most appropriate choice? Comparative information about VCRs would be displayed in a chart from a consumer's magazine.

C. Using Patterns of Sequencing to Accomplish a Given Task

Subsumes making judgments*, understanding sequence*. Sequencing includes priority-order (order of importance), chronological order, as well as positional order.

Example #1: Given a memo describing steps to follow in changing insurance coverage, identify the sequence of steps Jane Doe should follow to change her coverage.

Example #2: Given a set of written directions regarding fire drill procedures, identify the elements that correctly complete a flow chart in the appropriate sequence.

D. Extrapolating Relevant Information from Written Text for a Specific Purpose

Subsumes making judgments* and distinguishing between relevant and irrelevant information*

Example: Given Jane Doe's resume and a job application for a position as bookkeeper, choose the answer that lists the school subjects that should be listed on the application form.

E. (deleted) Synthesizing Information in Order to Recognize Its Presentation in Another Form

CLUSTER V: Knowledge About Reading

Skilled readers use a variety of reading strategies, from fundamental applications of letter-sound knowledge to sophisticated techniques for "reading between the lines" of complex text. Knowledge about these strategies includes knowing how, when, and why to use them. Good readers know that they must be flexible in applying these strategies to differing reading tasks. As the task dictates, readers may skim for information, check vocabulary, preview headings, or pause and reread to integrate information or verify understanding. Strategic knowledge enhances students' comprehension; lack of strategic knowledge is a major impediment to success. Examples of items related to effective reading strategies include asking students which strategy would be best to use in a certain miscomprehension situation, or which would be the best approach to finding the answer to a particular question about a particular character in a story. These items will be part of the total context of questions about the text. They deal with the how-to aspects of reading....that is, "What strategy would I use to read this material for a specified purpose?"

CLUSTER VI: Students' Attitudes and Self-Perceptions as Readers

Students' attitudes toward reading influence their abilities to comprehend text. Readers who acknowledge that reading is useful and important try harder to achieve comprehension than those who think of reading as an unimportant activity. Students who value reading and think of themselves as competent readers are likely to continue to read after they leave school. Thus, they will experience continued opportunities for learning, personal growth, and fulfillment. Test items related to students' attitudes and self-perceptions will be similar to the general information questions that have been part of the ninth-grade HSPT. Items in this category will ask students to indicate their interest in the text selections, their ability to understand the selections and accompanying questions, and the amount of effort they put forward in reading and answering the questions.

RATIONALE FOR MEASURING STUDENTS' KNOWLEDGE ABOUT READING AND STUDENTS' ATTITUDES AND SELF-PERCEPTIONS AS READERS

Information about these last two elements will help teachers to interpret the reading comprehension score more fully since these elements are an integral part of the reading process. A student may have difficulty with an item that asks for the major ideas in a science passage because she/he is using inappropriate thinking strategies or because she/he failed to develop positive attitudes toward science reading. The additional information will provide teachers with a more complete picture of a students' reading profile. This additional information should help to guide instruction.

Inadequate performance on reading strategy items should trigger lessons about reading strategies. Emphasis should be placed on discussions about, or demonstration of, thinking aloud about text while constructing meaning and on "fix-up" strategies (such as rereading) to use when comprehension fails.

Information about students' attitudes toward reading and their perceptions of their own capabilities has a number of serious implications. Students who think that reading meets important needs for them are amenable to instruction. Students who think that reading is a worthwhile pursuit spend more time in the best possible practice and drill for reading and vocabulary development, reading itself. Students who feel successful as readers read more willingly than those who do not. On the other hand, students who overestimate their capacities to read competently do not experience the cognitive dissonance that moves individuals toward efforts at improvement.

Results of these items will provide schools with a clearer picture of how students view their instructional programs and practices. This information may lead teachers to make changes which they feel will improve their curriculum and instruction and will enable them to connect their students wih literacy.

Results of these two clusters, KNOWLEDGE ABOUT READING and STUDENTS' ATTITUDES AND SELF-PERCEPTIONS AS READERS will be included as feedback to districts on their students' test performance. No decision has been made on whether or not to include these elements in the total HSPT reading score. The other states (Michigan, Illinois, Massachusetts, and Wisconsin) that

assess and report these elements do not include them in the total score, but report them separately as high, average, or low knowledge or self-perception of ability. The Department of Education will study the performance of these items during field testing and will decide on the efficacy of including these items on the test.

APPENDIX A

ELEVENTH-GRADE HIGH SCHOOL PROFICIENCY TEST
DISTRIBUTION OF PROPOSED SKILLS
MARCH, 1989

Educators

New Jersey State Department of Education

* County Superintendents
* Division Heads
* RCSU Directors

Public School Districts (elementary and secondary)

* Chief School Administrators (285 districts responded)

HSPT Test Development Committees

- Ninth-grade HSPT committee members
- Eleventh-grade HSPT committee members

New Jersey Department of Higher Education

* Chancellor
* Basic Skills Assessment Program

Educational Associations

* New Jersey Association of School Administrators
** New Jersey Business Officials Association
** New Jersey Education Association
* New Jersey Principals and Supervisors Association
* New Jersey School Boards Association
* New Jersey State Federation of Teachers
* Newark Teachers Union

Content-Area Associations

* Art Educators of New Jersey
* Association of Mathematics Teachers of New Jersey
* Educational Media Association of New Jersey
* Foreign Language Educators of New Jersey
* New Jersey Association of Supervision and Curriculum Development
* New Jersey Council for the Social Studies
* New Jersey Council of Teachers of English
** New Jersey Educators of the Gifted and Talented
* New Jersey Language Arts Leaders Association
* New Jersey Library Association
* New Jersey Reading Association

* New Jersey School Counselor Association
* New Jersey Science Supervisors Association
** New Jersey Science Teachers Association
* New Jersey Teachers of English to Speakers of Other Languages/ New Jersey Bilingual Educators
* Vocational Education Association of New Jersey

Business Associations

** Partnership for New Jersey
* Business and Industry Association
** New Jersey Chamber of Commerce

Parent and Student Associations

* New Jersey Congress of Parents and Teachers
* New Jersey Association of Student Councils

* organizations that responded to department survey

** organizations that reviewed materials and chose not to comment

\- copies distributed for information only; no responses requested

APPENDIX B

MEMBERS OF THE ELEVENTH-GRADE READING SKILLS DEVELOPMENT COMMITTEE

Name	School District/Business
Mrs. Marie Adair	Vineland Public Schools
Mrs. Diane D. Anderson	Woodbury Heights School
Dr. Carol Brown	Rider College
Mr. Vincent Cassesa	Hoboken Public Schools
Mrs. Marilyn Cohen	Freehold Township Schools
Ms. Christine Ertle	Mutual Benefit Life Insurance
Ms. Jean E. Harris	New Jersey State Library
Dr. Mary F. Livaudais	Livingston Public Schools
Dr. Joyce Lord (Chairperson)	Perth Amboy Public Schools
Mrs. Margaret L. Madison	Rancocas Valley Regional High School
Ms. Mary Meng	Gloucester County Vocational/Technical High School
Mrs. Barbara Michalsky	Haddonfield Public Schools
Mrs. Ana Mistral	Jersey City Public Schools
Dr. Hiroko Miyakawa	Irvington Public Schools
Mrs. Kathleen Moreland	Washington Township Public Schools
Ms. Evelyn Pittman	Paterson Public Schools
Ms. Julia Rhodes	Spotswood Public Schools
Dr. Maria Schantz	Montclair State College
Ms. Linda Taylor	Lyndhurst High School
Mrs. Theresa Stravic	NJ Congress of Parents and Teachers
Ms. Mia Ji (Student)	Spotswood High School

Name	School District/Business
Dr. Charles W. Peters (Consultant)	Oakland Schools Intermediate District - Pontiac, Michigan
Dr. Katheryn J. McGettigan (Consultant/Liaison to the committee; prepared the final report)	NJ State Department of Education

APPENDIX C

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